

VISUALIZED FEEDBACK

Purpose

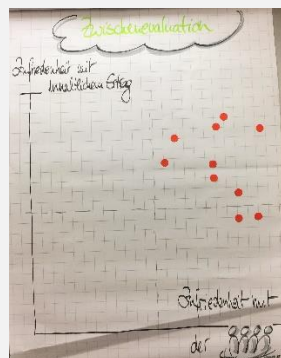
Structured feedback can be used in various ways and can fulfill several different functions in a teaching-learning context. All feedback is intended to offer learners an opportunity to reflect on their own perception of, and their own (personal, emotional-affective) response to, a learning situation.

At times, it can be useful to provide students with a concrete feedback tool that visually displays certain attitudes or reactions of the whole class and documents these beyond the moment at which the feedback is given. For example, the instructor can ask students to provide feedback at the end of each class or once a day (e.g. at night). Questions can focus on students' self-evaluations of their own progress, their satisfaction with the class, their learning process, or their emotional state. These questions are best developed and formulated with a specific group and its daily class context in mind. It is also advisable to use the data thus collected not just as a guideline for the instructor, but to provide the results to the students (so they can know where they stand in comparison to their peers).

Directions

Sticker Feedback

All participants receive a single sticky dot and are asked to place it on a one- or two-dimensional poster that contains the aspect(s) to be evaluated (e.g. satisfaction with content (high/low) plus satisfaction with group dynamics (high/low), as seen in the image below).



Variant: Students are asked to place a sticker (each with a different color) on the poster several times during class to visually display any potential changes in feedback.

Target Feedback

All participants receive four sticky dots and are asked to place them on a bullseye target (e.g. displayed on a flip chart), divided into four sections. Students should place one sticker in each section. Each section highlights one aspect of the class to be evaluated (e.g. as in the chart below, clockwise from top left: thematic topic; own contribution; own learning gains; and class atmosphere). The more positive the feedback, the closer to the bullseye the sticker should be placed.



Parameters

Group size: at least 8 people
Time required: 5-6 minutes



Setup: flexible
Materials: pre-prepared flip chart, sticky dots

Helpful Tips

As with any kind of feedback: please come back to it next time you see the students and summarize results. Explain what those results meant to you and what you might have learned from them. Also you can use it to remind the students about the *Learning Contract*.

Online
Implementa-
tion

- Targets or coordinate systems for collecting feedback can be designed at oncoo.de or mentimeter.com.
- Feedback can be provided directly at padlet.com or mentimeter.com.

Adapted from:
Strittmatter-Haubold, V., & Ehlail, F. (2012). *Lernen im Aufwind. Methodenreader zur Gestaltung von Lernprozessen* (8th ed.). Heidelberg: Inst. für Weiterbildung, Pädagogische Hochschule Heidelberg.



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